



## BURKE HIGH

244 President Street  
Charleston, SC 29403

<b>Grades</b>	7-12 High School	
<b>Enrollment</b>	660 Students	
<b>Principal</b>	Charles Benton	843-579-4815
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>At-Risk</b>	<b>At-Risk</b>
2009	Below Average	At-Risk
2008	Below Average	Excellent
2007	At-Risk	Average
2006	At-Risk	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	10	5	13

\* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	55.0%	51.1%	47.4%	64.5%	58.2%	58.0%
Passed 1 subtest (%)	27.1%	25.5%	17.5%	16.0%	20.5%	19.4%
Passed no subtests (%)	17.8%	23.4%	35.1%	20.1%	24.1%	26.7%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	77.9%	80.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	157	156	104	114
Number of Graduates in Cohort	98	75	66	72
Rate	62.4%	48.1%	57.1%	57.2%

\*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	40.0%	52.2%
English 1	66.0%	47.2%
Physical Science	19.5%	33.0%
US History and the Constitution	32.2%	23.7%
All Tests	37.1%	37.9%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=660)				
Retention rate	10.6%	Down from 14.3%	5.6%	3.7%
Attendance rate	90.8%	Up from 89.7%	94.8%	95.4%
Eligible for gifted and talented	4.8%	Up from 2.7%	2.4%	12.4%
With disabilities other than speech	15.1%	Up from 14.3%	14.6%	12.8%
Older than usual for grade	22.1%	Down from 24.3%	14.8%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.9%	Down from 11.8%	2.1%	1.1%
Enrolled in AP/IB programs	30.9%	Up from 22.6%	3.4%	13.1%
Successful on AP/IB exams	N/A	N/A	40.0%	50.4%
Eligible for LIFE Scholarship	9.1%	Down from 15.1%	25.4%	30.4%
Annual dropout rate	9.3%	Up from 7.8%	2.4%	3.1%
Career/technology students in co-curricular organizations	0.0%	Down from 2.1%	3.3%	2.2%
Enrollment in career/technology courses	303	Down from 383	186	424
Students participating in work-based experiences	13.7%	Up from 9.3%	4.9%	11.7%
Career/technology students attaining technical skills	69.8%	Up from 60.7%	76.3%	78.7%
Career/technology completers placed	100.0%	No Change	96.4%	98.5%
Teachers (n=65)				
Teachers with advanced degrees	47.7%	Down from 55.1%	55.7%	60.4%
Continuing contract teachers	58.5%	Down from 62.3%	58.7%	76.6%
Teachers with emergency or provisional certificates	19.2%	Down from 19.3%	19.4%	6.5%
Teachers returning from previous year	71.5%	Down from 74.0%	78.0%	86.8%
Teacher attendance rate	96.4%	Up from 95.9%	95.5%	95.8%
Average teacher salary*	\$44,664	Down 2.9%	\$43,397	\$47,390
Professional development days/teacher	6.8 days	Down from 15.5 days	10.3 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	11.1 to 1	Down from 20.9 to 1	19.7 to 1	25.8 to 1
Prime instructional time	86.7%	Up from 84.5%	89.5%	90.1%
Dollars spent per pupil**	\$10,785	Down 16.5%	\$10,887	\$7,974
Percent of expenditures for teacher salaries**	45.5%	Down from 51.8%	52.2%	55.4%
Percent of expenditures for instruction**	50.4%	Down from 57.6%	58.8%	60.4%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	49.0%	Up from 35.2%	97.3%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	Average	Up from At-Risk	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	104	77.9%	412	37.1%	156	48.1%	No
Gender							
Male	50	80.0%	199	32.2%	77	37.7%	N/A
Female	54	75.9%	213	41.8%	79	58.2%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	104	77.9%	409	36.9%	156	48.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	60	20.0%	17	17.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	85	75.3%	363	36.9%	123	47.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Burke High School has continued in its efforts to close the achievement gap during the 2009-2010 school year. This school term there were a few snares along the way, but the teachers, students, and administration were able to maintain and sustain the momentum of academic achievement and success.

The instructional environment of the school has shifted from teaching in isolation to teaching as a Professional Learning Community. The teachers view the learning communities as a method to plan and strategize for excellence in the classroom.

The academic environment of the school has developed into an advanced-placement community of learners. This year EOC scores have been phenomenal. During the first semester, Algebra I and English I EOC scores were 100% passing. Second semester EOC scores were much more impressive. English I, Physical Science, and United States History scores showed improvement as well.

The middle school's literacy push is moving the students in the direction of closing the literacy achievement gap. The utilization of MAP scores in teaching strategies has changed the learning environment into a productive learning community.

As the middle and high school continue to makes academic strides, our community relationships continue to grow. The latest community organization that has joined forces with Burke High is the Burke High School Community Foundation. The foundation has taken on the planning and organization of 100th Year Celebration of Burke High School's existence.

Charles E. Benton, Principal  
Diane Grant, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	72	42
Percent satisfied with learning environment	68.0%	80.6%	87.8%
Percent satisfied with social and physical environment	76.0%	83.3%	85.0%
Percent satisfied with school-home relations	32.0%	81.9%	75.6%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	3.8%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	31.3%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	115	97.4	39.4	38.5	14.7	7.3	31.2	69.8	65.9	No	Yes
Male	56	96.4	47.2	41.5	9.4	1.9	17	67.3	60.8	N/A	N/A
Female	59	98.3	32.1	35.7	19.6	12.5	44.6	72.3	71	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	91.6	77.5	I/S	I/S
African American	113	97.3	39.3	39.3	14	7.5	30.8	48.4	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87.2	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.6	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	24	95.8	81.8	13.6	4.5	0	4.5	28.3	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.7	47.3	I/S	I/S
Subsidized meals	101	99	42.3	38.1	15.5	4.1	28.9	50.2	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	115	97.4	46.8	40.4	10.1	2.8	20.2	64.2	62.3	No	Yes
Male	56	96.4	54.7	39.6	5.7	0	13.2	66.5	61.7	N/A	N/A
Female	59	98.3	39.3	41.1	14.3	5.4	26.8	62	63	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8	75	I/S	I/S
African American	113	97.3	46.7	41.1	10.3	1.9	19.6	41.8	44	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87.2	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.9	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	24	95.8	77.3	22.7	0	0	4.5	25.7	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.3	52.6	I/S	I/S
Subsidized meals	101	99	49.5	39.2	9.3	2.1	18.6	43.1	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	119	84.9	87.1	7.9	5.0	0.0	5.0	N/A	N/A	N/A	N/A
Male	57	84.2	97.9	0.0	2.1	0.0	2.1	N/A	N/A	N/A	N/A
Female	62	85.5	77.4	15.1	7.5	0.0	7.5	N/A	N/A	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	117	85.5	88.0	8.0	4.0	0.0	4.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	25	72.0	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	103	87.4	87.8	7.8	4.4	0.0	4.4	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	143	100	25.7	51.5	15.4	7.4	33.1	64.1	61.8
	2010	115	97.4	39.4	38.5	14.7	7.3	31.2	69.8	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	143	100	44.1	38.2	16.2	1.5	24.3	62.9	62.7
	2010	115	97.4	46.8	40.4	10.1	2.8	20.2	64.2	62.3

\* Adjusted to account for natural variation in performance.